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# Recruiting instructors for voluntary national defence training

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## **Recruiting instructors for voluntary national defence training**

Aino Koistinen  
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The commissioner for this thesis is Ari Pakarinen, who at the start of the project worked as the Training Manager of the Air Defence District Pirkkala region at the National Defence Training Association of Finland (NDTA). The Defence Forces commission military training from the NDTA in their voluntary exercises. Working as an instructor in the NDTA is a hobby to the reservists. The work, however, is done in the military premises, using military equipment and guidelines, so it is important that the instructor recruitment process is executed properly and in accordance with the law and norms. This thesis aims to answer the following questions: 1) Is the instructor recruitment process good and functional? 2) How to detect and solve risks? 3) How is information of any issues transmitted to the Regional Office and further to NDTA?

In order to answer the research questions the thesis uses previous studies of the company recruitment process and risk management. The research method is qualitative and the thesis was done as a case study for the NDTA Pirkkala region. Expert interviews were also conducted with people who are directly involved with the recruitment process or who have went through the process themselves.

The result of the research was that even though the NDTA instructor recruitment process is mainly functional, there are also issues to address. The recommendations emphasize the importance of information and communication in order to reach and engage the best instructor potential. The current guidelines should be developed to improve especially information security. The recommendations also include an initiative for a training package either as an online course or attached to the instructor training.

Keywords: National Defence Training Association, voluntary national defence, security, recruitment process

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Opinnäytetyön tilaajana on työn alkaessa Maanpuolustuskoulutusyhdistyksen (MPK) Ilmapuolustuspiirin Pirkkalan koulutuspaikan koulutuspäällikkönä toiminut Ari Pakarinen. Puolustusvoimat tilaa Maanpuolustuskoulutusyhdistykseltä koulutuksia vapaaehtoiisiin harjoituksiin. MPK:n kouluttajana toimiminen on vapaaehtoisille reserviläisille harrastus, mutta koska koulutus tapahtuu Puolustusvoimien tiloissa, Puolustusvoimien kalustolla ja vaatimuksilla, on tärkeää tehdä kouluttajien rekrytointiprosessi huolella sekä lakia ja normeja noudattaen. Tämä opinnäytetyö pyrkii vastaamaan kysymyksiin 1) Onko kouluttajien rekrytointiprosessi hyvä ja toimiva? 2) Miten ongelmat havaitaan ja ratkaistaan? ja 3) Miten tieto rikkeistä välittyy alue-toimistolle ja edelleen MPK:lle?

Kysymyksiin pyritään tässä työssä hakemaan vastausta yrityksen rekrytointiprosessin sekä riskienhallinnan tutkimuksesta. Tutkimusmenetelmä on kvalitatiivinen ja opinnäytetyö tehtiin tapaustutkimuksena MPK:n Pirkkalan osastoon. Työtä varten tehtiin myös asiantuntijahaastatteluita henkilöille, jotka vaikuttavat rekrytointiprosessiin tai ovat itse käyneet sen läpi.

Selvitystyön tuloksena oli, että vaikka MPK:n rekrytointiprosessi on pääosin toimiva, on prosessissa myös kehitettävää. Kehitysehdotuksissa korostui tiedotuksen ja viestinnän merkitys, jotta tavoitetaan ja sitoutetaan paras kouluttajapotentiaali, ohjeistuksen kehittäminen varsinkin tietoturvallisuuden osalta sekä aloite koulutuspaketin laatimisesta joko verkkoon tai kouluttajakurssien yhteyteen.

Asiasanat: Maanpuolustuskoulutusyhdistys, vapaaehtoinen maanpuolustus, turvallisuus, rekrytointiprosessi

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## 1 Introduction

The National Defence Training Association of Finland (NDTA) is an organization specialised in military and civil training in an emergency conditions. The organization is based on voluntariness of the instructors and course participants. The NDTA military training is commissioned and supervised by the Defence Forces. (Mikä on MPK?)The instructors work with military materiel, guidelines and equipment and use the barracks as training grounds. Therefore it is important that instructors are selected well and trained for their task properly in order to prevent any accidental or intentional harm to the Defence Forces and state security, especially concerning military information. The introduction chapter presents the background of the thesis, what are my research questions and the scope of the work. The following chapter includes the research methods I chose and how I collected information for this work. In the third chapter I introduce the main parties and terminology, legislation and guidelines and what the NDTA recruitment process is like. I also talk about risk and risk management and how it is applied in a recruitment process in general. In the fourth chapter I go through the interview results and in the final chapter I have conclusions and recommendations for the commissioner.

### 1.1 Purpose of the thesis

The thesis seeks answers to the following research questions:

1. Is the recruitment process for volunteer reservist instructors a good and functional one?
2. How to detect and resolve risks in the recruitment process?
3. How is information transmitted if a reserve instructor commits for example, a crime?

According to Hirsjärvi, Remes & Sajavaara there are four purposes for a research: mapping, explaining, describing or predicting. A single research can have several purposes and they might also change as the research progresses. (2013, 138-139) The purpose of this thesis is mainly map out and describe the recruitment process step by step. The purpose of studying the research about recruiting is to see if there are any alternatives or existing good practises that could be applied to the NDTA recruitment process. Studying risks and risk management serves the purpose to find risks in the recruitment process. The purpose of the interviews was to get perspective into the process from people who operate in different positions in the organization and describe who does what in each step.

### 1.2 Scope of the thesis

The client represents the Pirkkala region of the Air Defence District. It is part of the National Defence Training Association and operates under the Air Force. He ordered the thesis for Satakunta Air Command and all the data was acquired from their personnel. Therefore the

scope of the thesis is the reserve instructor's recruitment process of Pirkkala Region. The thesis also focuses on the NDTA military exercises commissioned by the Defence Forces. The persons' need to attend special training, sign a commitment and a nondisclosure agreement and pass the security clearance before they can be considered as instructors. Other NDTA instructor duties don't have such high requirements, therefore they're excluded from this thesis.

As for risks and risk management, while this thesis introduces them on a general level, the scope of the work is limited to risks and risk management measures related to recruiting process, beginning from reaching out to the potential applicants and ending when the commitment ends or is terminated.

## 2 Research methods and data collection

In this chapter I explain the research methods and data collection methods I chose for my work. I wanted a comprehensive and insightful perspective into my work so I chose qualitative research methods. These included case study and theme interviews. I also used literature about risk management and recruiting new personnel to expand my knowledge on the subject and find any good practises or possible recommendations

### 2.1 Qualitative research

According to Helsilä, Remes & Sajavaara qualitative research characteristically means comprehensive information gathering where the material is collected in real, natural situations. Qualitative research prefers people as the instrument for information gathering and the researcher trusts more in his own observations and discussions with the subject than collecting data with some measuring device. This type of research uses inductive analysis as a means to reveal unexpected factors through comprehensive and detailed view of the subject - not testing theory or hypotheses. Qualitative research prefers qualitative research methods that focuses on the subjects' point of view and opinion. These methods include theme interview, participatory observation, group interviews and discursive analysis of documents and text. The group of subjects is chosen purposefully, instead of using random sampling. The research is executed flexibly and the research plan takes shape as the research progresses. The studied subject is treated as unique and the data is interpreted accordingly. (2013, 164)

Reflecting on those definitions, I wanted to understand how the recruitment process really works in real life and not just as a process on the paper. Instead of trying to get as many answers as possible to be able to calculate some percentage, I chose the interviewees on purpose, based on their different backgrounds and their different roles in the process so that I could get a comprehensive understanding of the process from different points of view. I had some preconceptions about the subject and expected to receive affirmation to them, but I soon realized that others were looking at the subject from such different perspective that I just allowed them as much room as possible to share their experiences and opinions. As the



interviews progressed, I received new information that impacted the research and results greatly.

## 2.2 Case study

A case study examines a specific event or activity in a restricted environment using data that has been gathered in a variety of ways. According to Hirsjärvi, Remes & Sajavaara, a case study provides detailed, intensive information about a single case or a small group of events related to one another. Typically a single case, situation or a group of cases is chosen. The subject is an individual, group or a community. The object of interest is usually a process or single events connected to their surroundings. The research material gathered using a variety of methods, like interviews, observations, studying documents. The aim is to describe phenomena. (2013, 134)

The client represents the Pirkkala region of the NDTA Air Defence District and commissioned the thesis to study the way they recruit their members. The subject in question is a process, “the recruitment process of voluntary reservists” and all the data was gathered from the Pirkkala region. While this study focuses in one region, it might be applicable to other regions as well.

## 2.3 Literature of organization’s recruitment process and risk management

In order to better understand risks and recruitment process, I chose company risk management and company recruitment process literature for my thesis. I studied recruitment process good practises in order to see if any of them could be applied into the NDTA recruitment process. As for risk management literature, the focus was on risks concerning the recruitment process, because part of my thesis was to review the process from a security perspective.

## 2.4 Theme interviews of key personnel

Interviews and queries serve as tools for research when information is needed about people's experiences, opinions, attitudes and perceptions. A theme interview is something between a structured interview and an open interview. According to Hirsjärvi, Remes & Sajavaara, a theme interview typically has a theme and interview questions but there is no exact form. (2013, 208) While I had an interview structure, and asked the interviewees to do a type of SWOT-analysis, the interview would often follow its own path and I let the interviewees to talk about their experiences as much as they wanted.

When I interviewed Defence Forces employed staff or Regional Office workers, I used a more structured interview, because I needed answers to specific questions and problems from the authorities. While I did go through the recruitment process with them as well, they didn't have an opinion on each section, as I had expected, because it didn't concern their work.

I did 11 interviews for the thesis. All the interviews are recorded in written form. In order to protect the identity of the interviewees, anonymity is guaranteed, i.e. their names are not listed in the source list. This also ensures that the interviewees do not have to think about the consequences of their statements, therefore making the interview environment more relaxed and safe. Additionally it allows answers that the people wouldn't normally give using their own names and titles. A rough frame of the questions can be found in Appendix 2. The interviews were carried out in accordance with the framework, but the order and form of the questions changed. The interviews were conducted with key personnel in the recruitment process of the reserve instructors. Underneath are listed the persons included in the interview and a brief description of their role. I tried to choose a diverse group of interviewees, including men and women of different ages, different lengths of experience, and different arms of service, Defence Forces staff members and voluntary reservists.

The Regional Office personnel are responsible among other things inviting participants to the exercises. They support NDTA activities and approve of the instructors. Other Defence Forces Staff members monitor the instructors during the course. They make the arrangements that all the training spaces and materials are available.

The District Manager is responsible for voluntary defence training in his district. He works in cooperation with the Regional Office and approves the commitments. If there are any issues with the candidates, they are discussed together with the Regional Office.

Training Manager discusses the applicants together with the course leaders and makes the decision to present them to the Regional Office or perhaps agree to let the applicant wait and grow for a year and evaluate the situation then. The Training Manager also handles tasks like signing people up for special training or transferring staff to other tasks, if required.

Reserve instructors have a role as exercise leaders, course leaders and instructors. Course leaders manage and supervise the course and together with the instructors design the contents to meet the requirements set by the Defence Forces. The course leader defines, together with the Training Manager or the Head of the area, the criteria for accessing the course, familiarizes the instructors and the students with the issues affecting the course security and supervises the level of competence of the instructors. The course leader or other instructor appointed by him works as the link between other branches of service and the situation centre. Reserve instructors are the key to selecting new instructors among the course attendees. During the course they provide training to the participants. They monitor and assist the trainees and advertise instructor training. The instructors discuss their findings together and present their candidates forward.

## 2.5 The background of the thesis

I have participated actively in the National Defence Training Association of Finland (NDTA), also known as Maanpuolustuskoulutusyhdistys (MPK), since 2009, both as an instructor and a trainee. I discussed the possibility of a thesis with the Training Manager of the Air Defence District Pirkkala Region in the fall at 2016. He suggested a topic about analysing the recruitment process of the reserve personnel from a security point of view. We discussed the topic next time in January 2017. The topic was renamed "The choice, approval and security issues of reservist instructors participating in voluntary defence training". Additionally it was clarified that the thesis would focus solely on Military training organized by the National Defence Training Association - not training contributing to military capability or other voluntary national defence activities.

The focus would also be on the security of the client, namely NDTA and the Defence Forces. For example: "What risks can become from a poor recruitment process?" Mainly the concern was information security, and preventing any intentional and unintentional misconduct because the reserve instructors work in Defence Forces premises and use their materials. The client introduced the recruitment process, expecting concrete examples in the thesis:

1. Person participates in the course
2. Person participates in NDTA instructor training
3. Person signs a commitment
4. Person is subjected to a security clearance
5. Person is granted different levels of instructor rights
6. Person works as an instructor

I sent the client a preliminary plan for my thesis. I used sources from traditional business recruitment process, and added the section "Person leaves the Association", which the client approved. I began gathering and studying the legislation and norms concerning the subject. There was a large Air Defence exercise in April 2017 where I gathered most of my data, contacts and interviews.

The final name became "Recruiting instructors for voluntary national defence training". The final product studies the recruitment process of voluntary reserve instructors using interviews of key personnel and previous research of business recruitment process and risk management. I analysed the process point by point and gathered observations and conclusions at the end. This thesis is a report of my research for the National Defence Training Association.

## 3 Theoretical framework

This section contains the background knowledge used in the thesis. I introduce the relevant parties and terms related to the subject. Then the recruitment process shortly before I study it further in the following chapters. Because one of the tasks was to find risks and problems

with the recruitment process, I shortly introduce risks, important assets and risk management and what risks are related to the recruitment process in general.



Figure 1 Period of liability for military service (Conscript 2016, 12)

Every Finnish male citizen is liable for military service starting from the year he turns 18 and ends when he turns 60, unless otherwise commanded. Women's military service is voluntary in Finland. However if they do enter and continue their conscript service for over 45 days, they are equally liable for military service and are a subject to the Conscription Act like the male citizens are. The persons who are liable for military service are either in active military service, in the reserve or in the auxiliary reserve (1438/2007). There are alternatives to the conscript service like the unarmed service or civil service. Active members of Jehovah's witnesses and citizens of Åland are exempted from the service. State of health can also give options to a less physically demanding service or an exemption altogether. Refusing to do military service or civil service leads to a prison sentence. Persons who belong to the auxiliary reserve either have not completed their military service, no longer belong to the reserve or have been exempted from service.

As presented in the figure above the length of the military service is 165, 255 or 347 days, depending on your training. For example leadership training is automatically 347 days. The military service is performed between ages 18 and 30. After the conscript service the person moves into the reserve. A reservist is basically a trained soldier who is not in active duty but can be called into service during a time of crisis. The war-time troops consist mostly of reservists so it is important to maintain and complement the training received during conscription. In the refresher exercises the reservists are introduced to the latest tactics and equip-

ment that are used in the conscript service. The maximum days of 40, 75 and 100 days of refresher training is also presented in the figure. More training can be carried out with the consent of the person and their employer. Refresher exercises last usually 5-6 days, depending of the type of exercise and task. Reservists are paid a reservist salary and daily allowance during the training. (Conscript 2016, 68-69)

The military skills can also be developed on a voluntary basis. These exercises are called the voluntary exercises and they are supported by the Defence Forces and are based on the voluntariness of the reservists. The Defence Forces can order and supervise training from the National Defence Training Association (NDTA). The association is specialized in military training and preparedness training for dangerous situations. Voluntary exercises, NDTA courses and other defence readiness activity is taken into consideration in promotions of the reserve. (Conscript 2016, 69-70)

### 3.1 Parties and terminology

#### The Defence Forces

Defence Forces' main task is Finland's military defence. Under normal, i.e. peacetime circumstances, the Defence Forces designs, maintains and develops performance, forms a military situational awareness, secures territorial integrity and maintains the readiness for wartime troops. The Defence Forces also support other authorities and participate in international crisis management. In the exceptional, i.e. crisis or wartime conditions, the task of the Defence Forces is to provide security by preventing and combating the use of military power. (Kenttäohjesääntö 2008, 56) The Defence Forces is also responsible for assistance, guidance and monitoring of voluntary national defence training. (Kenttäohjesääntö 2008, 22)

#### Regional Office

Regional Offices organize conscriptions, serve on military issues and the reserve, support voluntary defence work and prepare war-time arrangements. The Regional Offices serve on the basis of the home municipality, irrespective of the conscript's position or place of employment. The Regional Offices maintain a military service register including personal and military data about placements and training. (Aluetoimistot. Puolustusvoimat)

#### The National Defence Training Association

National Defence Training Association is a nationwide organization of voluntary national defence co-operation. It is an association governed by public law and its functions are defined in the Act on voluntary defence (556/2007). As of December 2016, NDTA has been a strategic

partner of the Defence Forces. The Defence Forces determine the quality and evaluation criteria for the NDTA military training.

NDTA's public administrative function is to:

- 1) Provide information and education on voluntary national defence training, military training and voluntary defence
- 2) Develop women's opportunities to participate in voluntary defence and to provide related military training and training contributing to military capability
- 3) Guide, support and coordinate defence training of member organizations. (Maanpuolustus-koulutusyhdistyksen strategia 2015)

The training organized by the NDTA is  $\frac{1}{3}$  ordered by the Defence Forces,  $\frac{1}{3}$  contributing to military capability  $\frac{1}{3}$  preparedness and security training. NDTA cooperates with other security education authorities and volunteer organizations. NDTA's comprehensive safety training includes, for example, youth safety courses, oil spill training or Air rescue training.



Figure 2 NDTA Districts (MPK. Maanpuolustus- ja puolustushaarapiirit)

#### Air Defence District

Voluntary defence training is divided into 7 Ground Defence Districts and national Navy and Air Defence Districts. The Air Defence District focuses on training air defence, air force and anti-aircraft related subjects as well as training search and rescue operations. The military courses are organized for the war-time troops of the Air Force. The Finnish Air Rescue Society

invites course members to the search and rescue training. The open NDTA courses are available for all citizens over 18 years, who are interested in air defence. The district is led by the District Manager, and the training is arranged in the four training regions of Pirkkala, Someroharju, Luonetjärvi and Rissala. This thesis is based on information gathered mainly from Pirkkala region. (MPK. Ilmapuolustuspiiri)

### Reserve Training

A reservist's expertise is based on their military training, refresher training, as well as the skills they've acquired in their civil life. Reserve competence is complemented by participating in voluntary exercises by the Defence Forces and voluntary defence training by NDTA (Kenttäohjesääntö 2008, 31) the objective of the reserve training is to maintain and develop the performance of the troops and staff members. (Kenttäohjesääntö 2008, 63)

### Defence Forces' voluntary exercises (PVVEH)

The training is ordered and managed by the Finnish Defence Forces. It is based on the Conscription Act (1438/2007) and participation is voluntary. Reservists' rights and obligations are the same as in refresher exercises, but they do not get reservist payment. (Kenttäohjesääntö 2008, 102)

### NDTA training commissioned by the Defence Forces

The Defence Forces order training from the National Defence Training Association to maintain and develop the performance of the wartime troops. Training is targeted to individuals and units. (PEOHJEK-PEHENKOS)

## 3.2 Legislation and guidelines

Act on Voluntary National Defence (556/2007) gives grounds for the voluntary defence work of Finnish citizens and voluntary defence training. It is intended to develop the citizens' and authorities' capabilities in giving aid in case of serious disruptions or unusual conditions. Additionally it is intended to promote national defence capability.

Human Resources Department of the General Staff (in Finnish Pääesikunnan Henkilöstöosasto or PEHENKOS) directs the personnel system, planning, management, recruitment and training of the Finnish Defence Forces. PEHENKOS guideline "Reservin osaamisen kehittäminen puolustusvoimissa" describes and guides the development and utilization of reserve skills in the Defence Forces as part of the reserve's training system and mass production. PEHENKOS guideline "Menettelytapa reservin kouluttajien valitsemiseksi puolustusvoimien MPK:lta

tilaamissa koulutustapahtumissa” describes the key procedures and requirements for the Defence Forces to assess the suitability and competence of reserve instructors in military training arranged by the NDTA.

General Staff Planning Department “Kenttäohjesääntö yleinen osa”, a general part of the field manual describes the defence system operations, including reserve training.

NDTA has its own guideline “Ohje kouluttajien auktorisoinnista”, which describes how to audit the instructors and authorize them to participate in the NDTA military training ordered by the Defence Forces. Additionally NDTA has “Turvallisuusasiakirja”, a guideline for course security that has instructions for preventing accidents and increasing safety thinking in NDTA courses.

### 3.3 The recruitment process of the voluntary reservist instructors

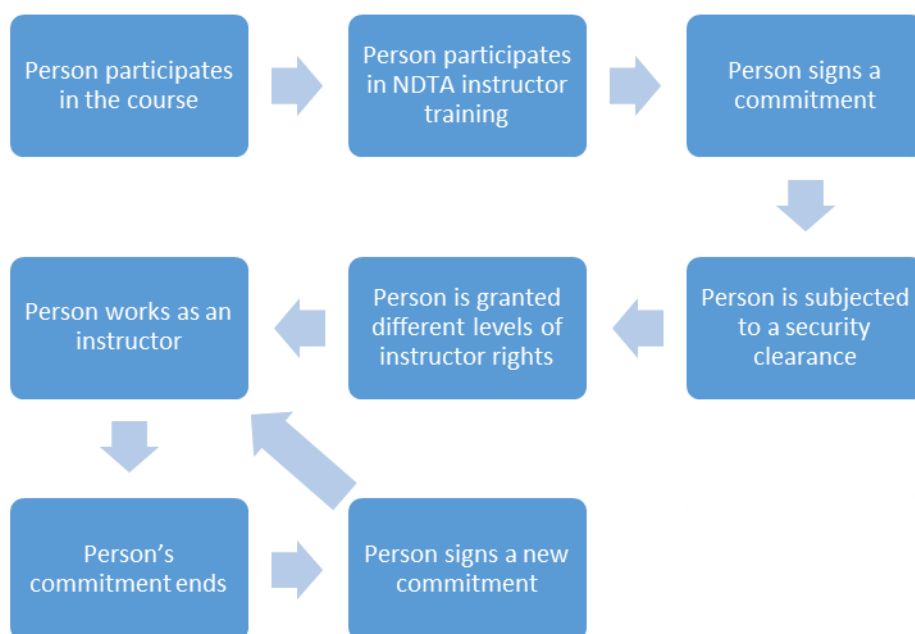


Figure 3 NDTA recruitment process of voluntary reservists

The above figure illustrates the current recruitment process of the reserve instructors who participate in the NDTA voluntary military exercise commissioned by the Defence Forces. The process is analysed further in the following chapters. The recruitment process of instructors for other NDTA courses and activities is outside the scope of this thesis. The recruitment process has varied over the years but one constant has remained- the recruits have been familiar. An interviewee pointed out that it has never happened that a complete stranger has called and asked if they could become an instructor. The official process is that a person is invited to an NDTA voluntary military exercise commissioned by the Defence Forces and gets



recruited from there. While this is common, a lot of the instructors have been recruited from other courses.

During the exercise, the instructors monitor the course participants and choose possible candidates for instructor training based on their skills, experience and motivation. These candidates are then presented to the Training Manager who then makes the final decision.

There are three levels of instructor training available: instructor, course leader and exercise leader. Additionally there is a course sergeant major who is in charge of course arrangements, food, equipment, sleeping arrangements, transportation etc. The courses provide pedagogic and military pedagogic point of view to training and arranging a military exercise. There are also other NDTA instructor training courses that the reservists can attend independently to improve their skills and learn more about training. Attending the instructor training courses isn't necessary if the person has otherwise convinced the Defence Forces Staff of his expertise and training skills. The Defence Forces has the final word in the matter.

Once the training is passed, the person is asked to sign a commitment. In the commitment the person agrees that his contact information can be added to NDTA register for future exercises, he signs a nondisclosure agreement and gives his permission for a standard security clearance. If everything is in order, the District Manager approves of the commitment and the person is granted different levels of instructor rights, based on their training. The instructors are also loaned a field uniform and other protective gear.

Working as an instructor consists of practising training, getting familiar with the training subjects and preparing exercises and training materials. The commitment can be ended by either party at any time. If the commitment period ends, the person can renew it or choose to return his gear and have his contact information removed from the register. This process is further explored in the following chapters.

### 3.3.1 Is the recruitment process of volunteer instructors comparable to the recruitment process of a company?

The traditional company recruitment process begins with identifying needs, for example, recognizing lack of skills due to staff reduction or business growth. (Helsilä & Salojärvi 2009, 127) Being an instructor in the National Defence Training Association is a hobby for the reservists. They participate if their work, life and family situation allows. As with other hobbies, participation can be prevented by other tasks, family life challenges, or work and study commitments. The hobby may end altogether because of poor health, high age, move to another city, or simply lack of interest. The need for instructors depends on the number of refresher exercises and how many trainees can be trained according to the requirements of the client (armed forces). Lack of skills might stem from the lack of diverse training and knowledge among the instructors. For example the Signals instructors, also known as military

communications, might have expertise about radar, radio and telecommunications but none of the instructors have training for electrical engineering. This means the instructors need to be trained to do electrical work or they need to recruit someone with an electrical engineer background.

In the company recruitment process, once needs have been identified, there is description of the task and the desired expertise profile to be done, and the responsible staff members decide whether the employee search is done internally or externally. (Helsilä & Salojärvi 2009, 128) In NDTA, it is possible to fill the tasks internally from the current instructor bank. For instance, a trainer in Signals might have acquired skills in avionics, which means that he is qualified to be an instructor in Aviation Engineering. However, different Arms (in this case Signals and Aviation Engineering) work separate from one another, so participating in both arms is challenging. It is possible that the Aviation Engineering course needs training in specific military communications, so they make an additional order to the Signals arm to borrow one of their instructors for the training. In NDTA, external search refers to the search outside the instructor bank among course participants or other acquaintances. Trainees may express their interest in instructor duties during the course, but potential candidates may also be found from other NDTA courses or even among the old service comrades.

The most commonly used employee selection method in a company is an interview. Other selection methods include group evaluations, simulation of work, competence assessments and references. (Helsilä & Salojärvi 2009, 134) The selected candidate is offered a job and a contract of employment. Depending on the course plan, the NDTA course trainees will have to act as group leaders, perform various individual and group assignments and apply theory to practice. Instead of an interviewer, the instructors monitor the trainees during the course, discuss their observations and represent their candidates to the supervisors. One interviewee summed up the NDTA selection method well: The assessment is based on the person's actions and attitudes, which is more reliable than a job interview where you only look at papers and the applicants' smile. Instead of an employment contract, the reservists sign a commitment for a few years at a time. The commitment can be cancelled by both parties at any time. In the exercises ordered by the Defence Forces, NDTA instructors require the approval of the regional office and the passing of a security clearance by the police.

As Helsilä & Salojärvi describe in their book *Strateginen henkilöstöjohtaminen käytännössä*, employee's full work input doesn't start immediately when the employment begins because the person needs to attend job orientation. The trial period is also usually the most intensive orientation period so it is justified to include orientation into the recruitment process. Orientation may last from couple of weeks to a full year, depending on the demands of the task. Therefore, it is important to choose a person who commits to the company for a long time. (2009, 137-138) By contrast with business operations, NDTA's instructor training is initiated

before the commitment is signed. NDTA offers a variety of instructor training. Basic training includes making training plans and the theory and practice of training skills. The Arm Instructor Course organized by the Defence Forces creates a uniform basic knowledge of the equipment and the training methods specific to the Arm of the service. A new instructor often starts by working as an assistant instructor, so he can get acquainted with training topics and train under the supervision of another instructor.

The recruitment process also includes termination of employment. The company often has a so-called exit policy, which includes preparing to orientate a new person for the job or share the workload among other employees, exit interviews and returning any keys or other company's property. (Helsilä & Salojärvi 2009, 140-141) The instructor duties in NDTA end when the commitment ends or it is terminated because of the instructor or NDTA at any time. Instructors don't generally have any keys or access codes to Defence Forces premises or networks but they do have access to online learning environments and have training materials in their possession.

Although the company and NDTA recruitment processes have their differences, both in legislation and modes of operation, the processes also have similarities. Both of them aim to test suitability and to get the right person for the job. Failed recruitment process is a risk both to the company and the NDTA. The risk can be managed by means of various contracts and evaluating the recruitment process.

### 3.3.2 Person participates in the course

The first step of the NDTA instructor recruitment process is called "Person participates in the course", because that is the most common way the instructors are recruited. Even when instructor potential is spotted from some other course or activity, they are usually invited to participate the course to see what it's like and to get evaluated. If the person is a previously seasoned instructor, based on their service or work experience they can be recruited as instructors past to queue, so to speak.

The participants in the voluntary courses ordered by the Defence Forces receive an invitation in the mail a couple months prior. The invitations are sent by the Regional Office to the persons of their choice. These invitations are also called the yellow notes, because of their yellow colour which indicates 'voluntary'. The yellow note is split into two sections. The B-section includes a partially filled form with the persons personal data like contact information and date of birth. The person fills out the rest of the form which includes bank information, driver's license and clothing size and most importantly will they participate the course or not. The B-section is separated from the note, folded into two with some tape or staples and sent by mail, the receiver pays for postage. The A-section has travel tickets for bus or train. ID is

also needed to make sure the person is allowed to the training area and the course. The voluntary courses don't cause any fees to the participants. They get protective clothes, food, shelter and travel tickets to the training grounds.

An official written invitation is included with the yellow note. The invitation includes the course date and description, important contact information and what items the person should take with them, what is provided by the Defence Forces and what is prohibited. The voluntary exercises take place over the weekend so it is easier for instructors and trainees to arrange their work schedule. The training ground is at the barracks where movement is controlled. The person can apply for evening leave if there are work or family commitments during the course, so they can leave the barracks and return later.

Some course participants have complained previously that the invitation has contained too little information or it has been "too hostile". There has also been cases when a person has attended the same basic course six years in a row. If they had known that it is the exact same course, they might not have participated each time. Also occasionally the course invitation has given the impression that questions are not allowed or that the description doesn't sound particularly inviting. We speculated together with the instructors and course participants that this might have been a contributing factor to the surprisingly low participation in the exercise in April 2017, even though the course itself was executed well.

When the participant, both instructors and the trainees, enrolls on the spot he needs to fill a three-page form. The form includes personal data, emergency contact, current health status and costs of travel. There are also forms for military training, evaluations and skills, but those are usually left empty. Health status at the end of the course is signed when the course is finished and checked by health care personnel, if needed.

Once the form is signed, the trainees are usually directed to the material unit to pick up field uniforms and accommodation equipment, depending on the course arrangements. The Training Manager or other person in charge of the exercise often has a briefing to all the participants before the training begins. The event usually contains introducing the staff members, basic rules to follow in a military exercise and an overview of the schedule and objectives of the weekend.

Different arms of service usually train their own course separate from other groups and follow their own schedule. Each course has a leader who might train with other instructors or focus more on leadership and management duties. Depending on the subjects, the trainees get to study theory, practice using different equipment, leadership skills, group working or problem solving. During the course the instructors take note of skilled and active reservists who might have potential for becoming an instructor. The instructors compare their notes together with

the course leader and discuss their findings. Sometimes the Course Leader and Training Manager can agree that the person should wait and grow for another year and is removed from the list. The applicants are then presented to the Training Manager who compiles the proposals and discusses them in the Regional Office.

A principle in selecting an instructor is that the person should resemble Defence Forces employed staff with their know-how, attitudes, health and general suitability. A general guiding criteria is "Is this person suitable to work in instructor duties during a crisis?" (PVHSM - PEHENKOS)

As stated by Helsilä & Salojärvi, the most common recruitment methods are interviews, group evaluation, work simulation, personal assessment, suitability assessment and references. The group evaluation gathers applicants together and they're assigned a task or a discussion subject. The recruiters then monitor the applicants' behaviour and activeness in a group situation. Suitability assessments are usually outsourced to an external professional. Suitability assessment includes different assignments and analyses related to the task. (2009, 134-135) You could say the NDTA recruitment process uses all the recruiting methods mentioned above. The course participants can be assessed throughout the entire weekend as they are given different tasks and new subjects to learn. The training also often includes teamwork and leadership practise.

### 3.3.3 Person participates in NDTA instructor training

The course prepares participants to work in various assistant instructor and instructor duties. It also familiarizes the participants in the NDTA training system and the current training methods. Instructor training shouldn't be confused with instructor training weekends or -exercises. When instructors are planning for future exercises, are getting to know the equipment and materials and practise their skills, it is also called instructor training.

There are three levels of instructor rights: instructor, course leader and exercise leader. Additionally there is training for course sergeant major duties. While a sergeant major doesn't necessarily take part in leading or instructing, they are tasked with course arrangements like organizing food, accommodation or gear for all course participants. All of these require specific training that is either organized by NDTA or the Defence Forces.

Level 1 instructors are tasked with teaching required subjects for the course participants. Instructors benefit from pedagogic skills like presenting in front of a crowd, basic understanding of how different people learn, different types of teaching methods etc. Military pedagogic sets certain guidelines for instructing. In the army teaching typically follows a strict pattern. For example officer candidates are expected to plan their training by the minute and present topics in certain order. While the reserve instructing is more relaxed, making an accurate

training plan, staying on schedule and maintaining discipline is still expected. Basics of pedagogics and military pedagogics are handled during a weekend course, but there are also advanced courses for example for different arms of service.

Level 2 course leader and level 3 exercise leader both manage a larger entity, course leader leads a course and exercise leader leads a course. Course and exercise leaders don't necessarily take part in instructing as they need to present the course plan, coordinate the instructors, cooperate with other courses and follow the demands set for the course by the Defence Forces. Similarly exercise leader works together with the course leaders to plan an entire exercise following the expectations of the client. These skills are acquired on specific courses that provide management and leadership training.

#### 3.3.4 Person signs a commitment

The commitment is usually made once the person has passed the instructor training. Basically it gives the person a chance to see what the instructor duties include before they sign any agreements. The commitment is the same for NDTA instructor duties, support tasks and the crisis time organization members. It gathers some personal information, mostly contact information and military training background. Then the person chooses to give their permission for a security clearance and that their information can be added to the NDTA register. Additionally there is a nondisclosure agreement and information about the rights and responsibilities of being a reserve instructor.

An example of the commitment is found in appendix 1. The example is from 2009 and was added to this thesis, because it was available online. Other information and interviews about the commitment form concern the newest revised version.

The commitment can be characterized as "not binding to anyone". NDTA can accept the instructor and invite him to training or not. Both parties can also end the commitment for any reason at any time, excluding emergency conditions. Basically the instructor informs the NDTA that he is available for service and NDTA chooses to accept or not. The purpose of the commitment is to measure the person's motivation and after signing the instructors receive the military gear needed in the exercises. Because NDTA is based on voluntariness and the commitment isn't binding to either party, it can make the agreement ineffective and therefore the parties cannot legally make demands based on the agreement. However, depending on the case, the court might side with either party and deem the agreement binding.

#### 3.3.5 Person is subjected to a security clearance

When the person signs the commitment and intends to work in the Defence Forces voluntary exercises they need to check the box where they give their permission for conducting a standard security clearance in accordance with the Security Clearance Act (726/2014). Some of the

instructors were under the impression that they had also been subjected to a comprehensive security clearance at some point.

The purpose of the Security Clearance Act is to improve the chances of preventing activities that may harm the security of the State, national defence, Finland's international relations, public security or other related interests, significant private economic interest or the security arrangements applied to protect the above interests. The party applying for a person's security clearance must notify the subject appropriately, the subject also needs to give their written consent. The consent document needs to show that the subject has received information of the purpose and use of the security clearance, data processing and their right to obtain the contents of the clearance. The right to obtain the results of the clearance only concerns any registers the person is allowed to see according to the law (726/2014).

There are three levels of security clearances: concise, standard and comprehensive. The standard security clearance is made for persons who are trained according to the Act on Voluntary National Defence (556/2007) or apply for NDTA tasks. The standard security clearance covers the following registers and information systems:

1. The population register,
2. The criminal records, or the register of prohibitions to pursue a business
3. Administration of justice management system of criminal investigations or resolutions
4. The police matters data system, the police administration data system, or the Security Police operative data system
5. The criminal offences register or the security data register of the Defence Staff
6. The border control register of the Frontier Guard Staff
7. The investigation and executive assistance register of the Customs Service
8. Register of practitioners and traders
9. The Foreign Ministry's visa sub-register and immigration control sub-register that form a part of the general immigration register
10. The bailiff register and credit information register
11. Registers of another state, if the person has lived in another state
12. The data systems of the judicial administration on pending or closed prosecutions, or the criminal justice decisions register;
13. Additionally the conscription register and crisis management personnel register

Security clearance is valid for 5 years and only for the purpose it was conducted for. If the person is assigned to work in different tasks, a new security clearance might be required. Parking or speeding tickets are non-issue but for example drugs or parole is serious. Anything

that affects security of service. Reservists have the same rules as conscripts. AVT-JOPO system has information of those liable to military service. Any issues are found out through cooperation between authorities. When the list of applicants is sent, the Regional Office checks if there are any issues. If something comes up, it is solved together with the District Manager.

### 3.3.6 Person is granted different levels of instructor rights

Once the person has passed the required courses, the security clearance and his commitment has been approved, he is granted different levels of instructor rights, based on his training and experience. The license is given by the Regional Office. While a formality, it is a necessary step to ensure that everything is in order before the person can be given sensitive materials or more demanding tasks.

### 3.3.7 Person works as an instructor

An NDTA instructor is responsible for passing their knowledge forward to reservists who are invited to voluntary military training commissioned by the Defence Forces. The Defence Forces, namely the Regional Office defines the exercise contents and who are invited. The exercise commonly consists of several courses divided between different arms of service. Each arm of service has one or more Defence Forces staff members present observing and supervising the course. The staff members are also responsible for teaching any subjects that is outside the expertise of the NDTA instructors. Because the training takes place in restricted military area, the staff is also needed to open doors and gates and they are tasked with Defence Forces materiel and other required arrangements. The NDTA instructors don't have any keys to the military premises or Defence Forces IDs so they cannot make preparations outside the courses, unless otherwise planned.

The instructors prepare their training subjects and are required to make detailed training plans. This is a common procedure in the military: conscripts attending officer or non-commissioned officer training are required to make detailed plans of what they are going to teach and how in every step of the way. While the NDTA organized exercises are generally more casual in nature than the official Defence Forces refresher exercises, the instructors are still expected to use military training methods and maintain regimentation.

In addition to making the training plan, the instructors need to make a list of requirements and timetable for the course and each training subject. For example a simple radio-lesson requires a training space, pens and paper for the trainees, audio-visual equipment for any presentations, the radios, power sources, chargers, antennas, phone units, permitted frequencies and codes etc. These all need to be listed and sent in advance so that the equipment, training space and other needs are available and prepared at the time of the course. The schedule also needs to consider the dining times, breaks or any joint activities.



When the course participants arrive, official papers need to be filled and the participants need to be equipped and guided to the right place at the right time. Once the course is finished the participants return their equipment and give feedback.

#### 3.3.8 Person's commitment ends

The commitment is made for a maximum of 6 years at a time. Each party can also end the commitment at any time. This could be because the person is no longer interested or is otherwise unable to attend the courses in their current situation. The Defence Forces might also request the termination of the commitment, if something important comes up in the background check or through cooperation with other authorities. According to interviews, termination of the commitment is very rare. The person must return Defence Forces property, namely the gear and accommodation equipment. If the person wishes to continue instructing, with the District Manager's permission, the commitment can be renewed or extended.

### 3.4 Introduction to risks and risk management

In the following segment I go through basics of risk management and what needs to be considered when hiring a new employee. According to the Confederation of Finnish Industries corporate security is securing all business functions. Security management is part of normal business management that aims to secure continuity of operations, protecting assets and meeting regulations in all situations. While NDTA isn't a corporation in the traditional sense, the principles of security management can also be applied to authorities and associations.

(Elinkeinoelämän keskusliitto. Yritysturvallisuus)

A risk refers to the chance of loss or damage in the future. The risk does not apply to the event itself but to the consequences of the event. Risk is measured as the magnitude and likelihood of the threat. This requires that the matter the risk concerns is also valued: if something has no value, any damage to it is not a risk. (Leppänen 2006, 29-30)

An objective risk is not somebody's opinion or view of the risk but the risk itself. People are aware of the risks and wonder how they affect them or others, so they're observing the risk from a subjective point of view. Subjective risk is a characteristic of human decision-making, beliefs and values. (Leppänen 2006, 43) Risk and consequence is the subject of realistic and objective risk assessment. Subjective and constructive risk assessment studies the risk as a characteristic of an individual or a group. (Leppänen 2006, 44)

Risk management is a tool for decision-making and actions that aim to manage recognized risks. Risk management aims to control uncertainties and probabilities. It is based on minimizing the probability of threats and minimizing the consequences. Instead of trying to manage every imaginable risk, it is important to recognise the significant risks and keep their management measures sufficient. (Leppänen 2006, 119)

Risk assessment process builds a base for risk management and security management. (Leppänen 2006, 123) Risk assessment consists of evaluating the probability and consequences of the chosen risks. The simplest way is to divide the probability of the risk into three sections: 1) unlikely, 2) possible, 3) probable. It can be divided into even smaller sections or for example according to a point in time when the risk is likely to occur from a scale of 0%-100%, day, week, month or year. If the risk scale becomes too detailed it can make the risk assessment process too complicated, so when choosing a scale, practicality should be kept in mind. (Leppänen 2006, 124-125) The consequences of the risk can be divided into: 1) minor, 2) adverse, 3) serious. They can also be divided based on financial loss or by losing the value of the object. (Leppänen 2006, 125-126) The consequences of protected assets are viewed separately using the same scale: people, property, information, functions, reputation and the environment. Economic value is often the best assessment criterion, even if giving people's lives monetary value can be ethically questionable. (Leppänen 2006, 126)

The probability of the event	Consequences of the event		
	Minor	Adverse	Serious
Unlikely	Insignificant risk	Minor risk	Moderate risk
Possible	Minor risk	Moderate risk	Significant risk
Probable	Moderate risk	Significant risk	Intolerable risk

Table 1 Assessing risks using 3x3 breakdown of probability and consequences of the event

Using 3x3 breakdown of probability and consequences of the event leads to 5 risk categories: 1) Insignificant, 2) Minor, 3) Moderate, 4) Significant and 5) Intolerable. Insignificant risk are so inexistent that they don't require actions. However they need to be monitored yearly for any changes, and risk management can be used as a preventive measure. A minor risk doesn't necessarily require actions but they can be implemented if needed. This risk also needs to be monitored and risk management is used to keep it in the current level. A moderate risk requires actions to reduce the risk. These actions require scheduling and need to be implemented the same year. Moderate risks also need to be monitored monthly. The probability of risks with serious consequences need to be analysed carefully. A significant risk requires immediate actions and should be monitored daily or weekly. Any risky functions shouldn't be started without risk minimizing measures. An intolerable risk also requires immediate actions and halts the processes until the risk is minimized. The risk needs to be monitored even after it has been reduced. (Leppänen 2006, 128)

Risk management measures include avoiding or removing the risk, minimizing risk, sharing the risk, transferring risk and tolerating the risk. Removing or avoiding the risk is the focus point and aim of risk management.

Avoiding risk means that the danger or uncomfortable consequences are completely avoided. Avoiding risk requires knowing the causes and consequences of the risk. When risk management measures target the causes, the consequences can be avoided. Accident risks have only

negative consequences, therefore avoiding the risk is justifiable and recommended. One important objective of risk avoidance can be for example the zero-tolerance for work accidents. (Leppänen 2006, 165) The difference between avoiding and removing risks is that risk avoidance focuses on actions in the future, while removing risks focuses on existing functions and observations. For example a company makes a decision not to start an operation because it's too risky.

Minimizing risk means reducing the probability or consequences of the risk. It requires recognizing danger, risk analysis, and recognizing and managing the measures to minimize the risk. Risk minimizing is the most important risk management measure after removing or avoiding the risk. (Leppänen 2006, 167) Decentralizing the risk means spreading apart the functions and targets of the risk. For example fire sectioning, backups or moving parts of the production to different places. Splitting the consequences into smaller sections also leads to splitting the risk management measures, making it weaker. (Leppänen 2006, 168)

Transferring risk means for example moving an organization function to another organization. Giving up the risk also means giving up the function and any of its income. Transferring risk usually means externalizing. (Leppänen 2006, 169) Risks can also be transferred with insurance. (Leppänen 2006, 171)

The final risk management measure is tolerating the risk. Military operations are typically risky and might have to tolerate more risks than regular civilian business operations. Avoiding, removing, decentralizing and transferring any risks, leaves residual risks. Residual risks are typically unlikely or have minor consequences. Some organizations use compensation funds to cover any expenses from any realized risks, these can also be used to cover the residual risks. (Leppänen 2006, 171-172)



Table 2 Corporate security model by Confederation of Finnish Industries

According to the corporate security model by the Confederation of Finnish Industries, corporate security can be divided into 9 categories. The categories might be partially overlapping and depending on the organization, different categories are more important than others. When analysing organization recruitment process, the information security, personnel security and managing misconduct and irregularities are highlighted. (Elinkeinoelämän keskusliitto. Yritysturvallisuus)

#### 3.4.1 Information security

Information security aims to protect the availability, integrity and confidentiality of the information. (Leppänen 2006, 260) This is also referred to as the CIA-triad. Availability means that the right user can create, handle, change, share or destroy the information. Integrity means that the information is available in its entirety, it isn't distorted and the validity is unchanged. (Leppänen 2006, 260) Confidentiality includes classification of information, user control, protective measures and ensuring the protection of privacy. All in all it is important that the information and information systems are always available to the right persons, they are correct and timely and they don't end up in the wrong hands. (Leppänen 2006, 261)

While there isn't a single standard for categorizing information, the Manager's handbook for corporate security by Halibozek and Kovacich divides it into three overall categories:

1. Personal, private information
2. National security (both classified and unclassified) information
3. Business information

An individual may want to keep personal information such as contact information, salary, medical records and areas and activities of interest private. This type of personal information is also protected by legislation. NDTA for example may gather contact information, occupational and educational information as well as defence training background. When arriving to training, there is also a questionnaire about medical history. A person may choose to give a detailed answer, but it is enough to simply check the box “are you able to participate the course?” Because this information has value, NDTA is obligated to protect it and the information is considered an asset to the association. (357)

Business information must be protected because it has value to the organization. (357) As an organization under the Defence Forces NDTA also uses some information concerning national security. According to the Act on the Openness of Government Activities (21.5.1999/621) the following documents are classified as secret official documents: “documents concerning military intelligence, the supply, formations, locations or operations of the armed forces, the inventions, facilities, installations and systems used in the armed defence of the country or other defence, the other matters significant to the defence of the country, as well as defensive preparations, unless it is obvious that access will not violate or compromise the interests of defence”

The Government Decree on information security in central government (681/2010) lists the protection levels of information:

- “protection level I, if unauthorised disclosure or unauthorised use of the secret information contained in the document could cause particularly grave prejudice to a public interest referred to in a secrecy provision
- protection level II, if unauthorised disclosure or unauthorised use of the secret information contained in the document could cause significant prejudice to a public interest referred to in a secrecy provision
- protection level III, if unauthorised disclosure or unauthorised use of the secret information contained in the document could cause prejudice to a public or private interest referred to in a secrecy provision
- protection level IV, if unauthorised disclosure or unauthorised use of the secret information contained in the document could be disadvantageous to a public or private interest referred to in a secrecy provision.”

As specified in VAHTI-instructions by the Government Information Security Management Board, classified material must be labelled with security levels when it is released. At the same time, it must be ensured that the transfer is legally possible and that the recipient fulfils the conditions required for the processing of the information. There can also be additional guidelines regarding storing, processing and transferring classified material. (VAHTI. Tietoa-ineistojen luokittelu)

An NDTA instructor typically deals with similar information as conscripts do during their service. After all typically the refresher exercises are meant to update the reserve's knowledge of how things are done in the present day. This includes public information as well as levels IV and III. The NDTA instructors use a network environment for learning and competence development in Defence Forces called PVMOODLE. PVMOODLE workspaces can be used for planning exercises and storing and sharing documents such as schedules, division of labour and training plans. A staff member of the Defence Forces should always be monitoring the workplace to ensure no sensitive material is placed there.

Physical information material can be protected with physical measures while skills and knowledge can be protected with agreements. (Leppänen 2006, 67) The Criminal Code of Finland defines the data to be protected if disclosing it meets the requirements of a secrecy of offence. This information concerns privacy and business and governmental secrets. (Leppänen 2006, 69) The intellectual property value of some work, such as copyrights and corporate secrets is more affected by the demand for the product than its actual manufacturing costs. Similarly, in business espionage or data breach cases the value of stolen property cannot be measured. When immaterial rights have been infringed, it is difficult to measure the extent of the damage, because it affects future revenue and related expenditure. (Leppänen 2006, 37)

#### 3.4.2 Personnel security

Personnel security is a key part of the organization security. It aims to guarantee the safety of people and operations by protecting them from crime and accidents. Protection of workers includes for example securing their private information and substitution arrangements. Securing operations from e.g. infiltration relies on a careful and high quality recruitment procedure. It also means security clearance checks, non-disclosure agreements and probation periods. (Elinkeinoelämän keskusliitto. Henkilöstöturvallisuus)

Use of private information is already handled in the previous chapter. As for substitution arrangements, there should always be enough instructors, in case one or more is unable to attend the exercise. For the same reason most if not all instructors should have sufficient knowledge to train any subject in the exercise in case someone is unable to attend. This is partially ensured by making a detailed training plan for each subject which includes step-by-step instructions of what to do and say and when. Infiltration is a great concern for an organization working with the Defence Forces. That's why instructors need to pass a security clearance and sign a non-disclosure agreement. If a person is found to be unsuitable for the task, he is simply not invited to the training in the future.

Personnel is the most important asset of the organization and it is subject to several risks. Personnel risks always affect the organization's operations and achievement of the goals.

(Leppänen 2006, 88) If the risk realizes, the personnel resources are not fully utilized and due to ad hoc arrangements, the cost of human resources is higher than originally planned.

(Leppänen 2006, 90) Work community is influenced by many factors but management is one of the most important. Poor management can break a good work community but good management can turn a weak work community into an effective team. A clear and goal-oriented business culture as well as a good understanding of one's own role are important to the commitment of the staff. (Leppänen 2006, 91) Communication is vital to the work community's operations and leadership is not successful without it. Workers need to be communicated of the goals and practices in order to build a common work culture and reduce any uncertainty.

(Leppänen 2006, 92) Personnel may also leak or steal company property consciously or by accident. (Leppänen 2006, 92)

#### 3.4.3 Managing misconduct and irregularities

Preventing and finding out misconduct, crime and other irregularities is part of protecting business operations, personnel and assets against internal or external operators. Harmful events that target operations, personnel or assets require observation, analysis and prevention methods. Finding solutions and recovering as well as reporting and learning from the event. (Elinkeinoelämän keskusliitto. Väärinkäytösten ja poikkeamien hallinta)

Finnish authorities share certain databases and Regional Offices receive information from the police or other authorities if a person commits a serious crime as a civilian. The Regional Office can then make their own decisions about continuing a person's commitment or not. When the misconduct concerns a soldier or other person working for the military, the crime is titled military offense that is punishable under the Criminal Code. Military crimes are investigated in mild cases through military contingency proceedings or through Military Justice. The pre-trial-investigation is also conducted by the military or the border guard.

#### 3.4.4 Risks in recruitment process and employee relationships

Employment risks consist of threats towards employment contracts, working hours, annual leave and termination of employment. The recruitment process is important in order to employ the right kind of staff. In recruiting it is important to take both the person's skills and his fit into the organization into consideration. Social skills are becoming more and more important as the work is becoming increasingly self-guided and teamwork-based. Being able to trust the staff and knowing that their skills match the demands of the job has a major impact on overall safety. The recruitment process is one of the most important phases when assessing personnel risks. When signing work contracts, attention should be given to how binding they are and include sufficient security and non-disclosure agreement (NDA) sections. If things aren't written down, it is harder to prove that an agreement exists. These include trustworthiness statements, drug testing, non-disclosure agreements, non-competition clauses

and other job specific agreements. Work contracts may also be adapted to meet the changed duties and requirements. In this case risks should be re-evaluated. (Leppänen 2006, 93)

Termination of employment can also be a risk. Personnel and Information security risks should be considered when ending the employment of key personnel. At the end of employment both the employee and employer should get what is theirs and follow their obligations. (Leppänen 2006, 93-94)

Some work assignments or tasks require skills that can only be obtained by specific training or experience. Losing those skills can have longlasting consequences. That's why employer should stop and ask with each employee "What do we lose with him?" to find out their special qualities and expertise. (Leppänen 2006, 94-95)

Having a multitaled staff can also be a decisive factor in managing personal risks. Sharing work and competence helps continue operations despite momentary absence of staff members. Good orientation and opportunity for further training helps to engage the workers to the work community. Personnel risks can also be managed by hiring external experts and temporary workforce. (Leppänen 2006, 95)

A contract is made between two parties either in oral, written form or it is included in the context. It is a mutual commitment or an intention to follow the obligations included in the contract. If the parties of the contract don't follow their obligations, it leads to a breach of contract and compensations or termination of the contract. Contract risks are great when contracts are only made orally without documentation and only the signing parties know of it. Wellmade contracts are valuable to the organization. Contracts bring both rights and responsibilities and they need to be drawn with detailed focus on what is important and essential. If the other party is forced into the contract, or the contract has been made with deceitful purposes, is against honour and dignity, relies on false documents or has unreasonable or unlawful terms, the contract is invalid. (Leppänen 2006, 101)

Reliability procedures ensure that the staff is sufficiently trustworthy to carry out their tasks. Reliability procedure focuses on the employer and his qualities and history, deducing how the person will likely act in the future. The reliability procedure assesses the persons suitability for the task and that he'll follow legislation and guidelines. (Leppänen 2006, 213) The process includes different statements of the person's suitability and reliability, for example drug testing, security clearance or medical examination. (Leppänen 2006, 214)

Confidentiality agreement, also known as nondisclosure agreement NDA, concerns information given by the employer during employment, confidential information of the job, other workers and third parties. NDAs are based on the employers need to hide information that would have harmful consequences if revealed. The worker cannot take advantage or disclose trade and



business secrets. First the worker should understand what the trade and business secrets are. That's why security classification of information is important. (Leppänen 2006, 216) Confidential information cannot be disclosed even after the employment ends. Disclosing the information is a punishable act and may lead to termination of employment. Additionally the employee is liable to compensate any consequences of the act. (Leppänen 2006, 217)

#### 4 Interview results

The interview results are gathered in this section. A rough version of the interview questions can be found in Appendix 2. Some of the interviews lasted for over an hour so there was a lot of dialogue and a chance to explain my thesis topic and objectives thoroughly. I used the SWOT-analysis as the base for the questions when analysing each section of the reservist recruitment process. I chose the SWOT-analysis method because it is easy to understand and it is a popular decision making tool that is familiar to most people and can be used to assess a variety of situations and business functions. It was also a good visualisation tool for the interview. SWOT comes from the words (internal) strengths, (internal) weaknesses, (external) opportunities and (external) threats. The four parts are placed on a 2x2 table, divided into positives and negatives as well as internal and external issues.

	+	-
Internal	Strengths	Weaknesses
External	Opportunities	Threats

Table 3 SWOT-analysis table

When using SWOT in decision making, the strengths show what is already going well, what opportunities could be tapped into and what negatives and threats require attention and should be turned into positives. The SWOT-table below each subtitle is a kind of summary of the answers in each section. The answers are then elaborated below the table. All the participants didn't necessarily agree or disagree with each sentiment, but all points that came up during the interviews are simply listed here.

##### 4.1 Person participates in the course

	+	-
Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> <li>meeting in person</li> <li>evaluating skills, motivation, attitude and team work in an authentic environment</li> <li>tailored and familiar subjects</li> </ul>	<ul style="list-style-type: none"> <li>small pool of applicants</li> <li>little information and advertising about the "instructor path"</li> <li>wrong assessment</li> <li>difficult to focus on individuals</li> </ul>

	<ul style="list-style-type: none"> <li>• build own know-how</li> <li>• inner control</li> <li>• very little sensitive training material</li> <li>• motivated reservists</li> </ul>	<ul style="list-style-type: none"> <li>• preferring age over expertise</li> <li>• slow process</li> <li>• not enough resources</li> <li>• favouring own region</li> </ul>
External	<b>Opportunities</b> <ul style="list-style-type: none"> <li>• reaching instructor potential outside the courses</li> <li>• activate the reserve</li> <li>• develop reserve know-how</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• non-attendees potential is lost</li> <li>• socially skilled person might infiltrate deep into the organization</li> <li>• taking the skills elsewhere</li> </ul>

Table 4 SWOT-analysis of person participates in the course

The interviewees all agreed that getting to know the instructor potential is a positive thing and that it is even better than regular organization recruitment methods. When assessing participants on a course it is possible to meet them in person, make a good type evaluation based on what the person does and what his attitudes and motivations are. Some pointed out that signing up for the course is a sign of motivation and patriotism. One interviewee compared recruiting instructors to giving a person a summer job and then making the decision to hire them for a longer period of time. He also said that there has been talk of starting fitness tests but only people who are in good shape would participate them. The trainees are put in a position where they have to get along and work with other people. The trainees are also positioned in the same training region so they are at least somewhat familiar with the subjects, and the subjects concern them personally. The training is targeted to the trainees and the instructors have the chance to activate the reserve in the defence work and raise their level of know-how. Also if there are signs that the person isn't qualified after all, the process can be stopped, so there is inner control.

Organizations most valuable asset is the personnel and NDTAs most important asset is their instructors and their development needs to be supported.

The biggest weakness in the current way of recruiting was, according to the interviews, that the pool of applicants is very small. If they don't show up to the course, their potential is lost. Also there could be a lot of expertise in other exercises and courses so NDTA should recruit and advertise there as well as be active in the internet, fairs and other happenings. As one interviewee put it, it's hard to become an instructor if you don't find the right group. There's very little information in the internet, which might lose you some candidates. You can only really find information on how to join the Local Defence troops.

Some of the interviewees had been recruited outside the voluntary exercises. And As some of the interviewees also pointed out, they've successfully recruited instructors from other courses and advertised NDTA outside the voluntary exercises. This questions the premise of recruiting instructors when they attend the voluntary military exercises: In practise there has been successful recruiting outside these exercises, thanks to the activeness of the instructors.

In the interviews it also came up that it might be difficult for a single instructor to focus on training and assessing the trainees at the same time. One interviewee suggested that there should be at least 2 instructors present in each training session to get better evaluations. He also said that in the end the weekend is a short time and if there are a lot of people, it is hard to focus on individuals.

Making the wrong assessment is also possible. The instructors aren't given any criteria or assessment forms for evaluating the course participants. The assessment is based on their personal opinions. The challenge is that no one knows if they can train others or how they work together with other instructors. Hidden instructor potential might also not get noticed. Someone could have a strong background but just don't happen to be active or bring themselves up at the moment of assessment. Also some people might be too reserved to publically announce that they're interested in training, so it would be better to ask them during a more quiet time. Knowing someone's long-term commitment is difficult.

There was also some criticism in that the system can be too focused on age instead of expertise. Recruiting people who just got out of the service do have the latest information of the military equipment and tactics but on the other hand some older people might have extensive civil expertise suited for the task.

Some interviewees complained that instructors don't get enough chances to train. As an interviewee said sometimes we recruit people only for the sake of recruiting. We can invite some of the people into exercises, but we don't have a lot of resources. We cannot offer everyone work. We have to give empty promises like "welcome to good atmosphere!" The process is also slow, currently it could take two years before the new instructor gets accepted and can start training.

A lot of the interviewees were confused with the recruitment process and how the instructor could develop himself. What courses are required, how to apply to them, what are the steps of the recruitment process, do the courses need to be renewed? Many interviewees said the whole process needs clarification: A clear starting and ending point and clear steps along the way. The NDTA should focus on their communication and information in the internet: Update plans and changes. Communication, accuracy, validity, timeliness.

When discussing threats the interviewees weren't too worried about new recruits. A couple interviewees said that socially skilled and capable person could infiltrate deep into the organization. They could reach a good position and get their hands on valuable information. However most of the materials is really in the google or in the soldier's handbook. There are threats but so there are in the conscription service - information that we're dealing with here isn't that secret. Some people also only want to work as instructors because of the status or because it looks good in the CV - not because they're any good at it. The instructors are set clear boundaries and when you choose the right instructors, activities make more sense. Instructors deal with confidential materials, but it is their job to train those subjects in the exercises.

A couple interviewees were worried that people would get treated differently if they want to develop themselves or move to another Air Command. The recruitment process should take into consideration that the instructor should have the chance to move forward in their career. And it should be acceptable and supported.

#### 4.2 Person participates in NDTA instructor training

	+	-
Internal	<b>Strengths</b> <ul style="list-style-type: none"> <li>• uniform model of the military-way of training</li> <li>• good and practical basics for everyone</li> <li>• mostly public information</li> <li>• selected course participants</li> <li>• different courses to meet different qualification and performance requirements</li> <li>• support from other instructors</li> <li>• being able to develop yourself as an instructor</li> <li>• if the person is already "enough qualified" they can skip the training</li> <li>• free for participants</li> <li>• opportunity to learn more about other arms of service</li> <li>• networking</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• needs to be more organized</li> <li>• needs more information about the instructor training path</li> <li>• not being accepted to the courses eats motivation</li> <li>• possible to attend training for "refresher training days" and then disappear</li> <li>• narrow view of training</li> <li>• lack of resources</li> <li>• pointless courses if you've attended officer or non-commissioned officer training in conscript service</li> <li>• old contents that need updating</li> <li>• short course lacks quality</li> <li>• long course is difficult to attend</li> </ul>

	<ul style="list-style-type: none"> <li>• learning different methods of training</li> <li>• opportunity to practise and give feedback</li> <li>• short courses are easy to attend</li> </ul>	
External	<b>Opportunities</b> <ul style="list-style-type: none"> <li>• using more teachers or military pedagogic experts</li> <li>• leadership and instructor training in the conscript service</li> <li>• attending other available training courses</li> <li>• storing training plans in Moodle</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>•</li> </ul>

Table 5 SWOT-analysis of Person participates in NDTA instructor training

Interviewees agreed that it is good to teach the basics of military instructing methods for everyone. If you have finished officer or non-commissioned officer training, the course is easy to understand. NDTA also has the opportunity to unify the training methods before the instructors are put to work. People have different backgrounds and the military training methods differ from civilian methods. For example, everyone is expected to know how to make training plans, so it is included in the instructor training. People with different military backgrounds also come together in these trainings. It is a good learning opportunity but some interviewees also felt that the Air Force should have its own training program.

There was a mention that it is good that the trainees are specifically selected. Other instructors select possible candidates among course participants and recommend them forward. Course participants are generally already motivated and ask questions. The Defence Forces has the option to bypass the system by accepting a person as an instructor without going through instructor training. This is the case for persons who, for example, are already accomplished instructors elsewhere or otherwise familiar with the training subjects. It is also good to have different levels of training etc., so there are certain qualifications and performance requirements. Being a course leader or exercise leader means having more responsibility and requires the ability to handle larger concepts. Course and exercise leaders don't necessarily do any training but they guide the instructors and follow the directions from the management.

The interviewees didn't feel that there were any sensitive information or threats to data security in instructor training. Teaching and performing in front of an audience is very basic information and the subjects are usually familiar from individual common core skills from the

conscript service. The basics of military instructing is also available in the Defence Forces website in Kouluttajan Opas (Instructors Manual).

The training also gives you an understanding of what being an instructor means. People who are previously unfamiliar with NDTA get the chance to get a better understanding of what being an instructor means before they sign any commitments. If they wish to back out or continue in NDTA, they have the option to make up their minds.

People have different reasons to attend the training. Most importantly to improve themselves. There is also the opportunity to participate in other NDTA courses to develop your skills even further. Instructor training is free and while extra courses cost, the price is very reasonable. Other courses also give the chance to learn a lot about other branches of defence and are versatile.

A weekend course is easy to arrange whenever and wherever and it is easy to attend. Because it is so short, it cannot necessarily provide sufficient, measurable results. The longer courses have more formal requirements and are more difficult to attend because it can overlap with work or other civil life events. However in a longer period of time, there are more chances for better learning and practise.

A common complaint among the interviewees was that there should be more information about the training path. In fact some interviewees were surprised that there was one. Some interviewees had tried to find information in the internet but couldn't find any. NDTA webpages have been under construction for some time now, especially the part about participating in instructor duties.

On the down side some people just go to get the refresher training days (needed for promotion) and they're not seen since. In this case the instructor training doesn't return to benefit the NDTA.

Interviewees also felt that some people lose interest when they don't receive enough information and above all when they don't get to participate in exercises.

There is also room for improvement. The course contents could be better and there is expertise among civil teachers and Defence Forces instructors to work on it. One interviewee "Soldiers learn the same way as civilians". The Defence Forces view of training is narrow compared to what really comes with training and being an instructor. The course could also be developed towards "who you are as an instructor", finding your identity as an instructor. Some interviewees pointed out that the course contents were also very old and needed updating. Some interviewees were also expecting some kind of test or evaluation of their per-

formance as an instructor. The current system pushes people away from instructing and towards management skills, when there should be options to develop purely your instructing skills further.

Some people who had recently finished officer or non-commissioned officer training or had previous training experience felt that the course didn't make a difference.

There is a lack of resources both in NDTA and the Defence Forces. Instructors don't receive enough training days and it isn't possible to accept everyone to the courses. The quotas are quite full for the next couple of years. Also the Defence Forces go through constant change so it is difficult to plan ahead in NDTA.

#### 4.3 Person signs a commitment

	+	-
Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> <li>• NDA and security clearance</li> <li>• a formal commitment to the organization</li> <li>• keeps the bunch together</li> <li>• good to have a "security filter"</li> <li>• gathering information</li> <li>• a sign of trust</li> <li>• getting the gear afterwards</li> <li>• newest instructions were an improvement</li> </ul>	<ul style="list-style-type: none"> <li>• signing several commitments in a short period of time</li> <li>• signing needs better instructions</li> <li>• form could be simplified</li> <li>• "Why sign a commitment when it is all voluntary?"</li> </ul>
External	Opportunities	Threats
	<ul style="list-style-type: none"> <li>• moving on to paperless</li> <li>• Use one commitment in several training regions.</li> </ul>	<ul style="list-style-type: none"> <li>• no commitments or NDA's in the past</li> <li>• Do people understand what they're signing?</li> <li>• Ineffective agreement. Is it valid?</li> <li>• some people sign the form and are never seen again</li> </ul>

Table 6 SWOT-analysis for Person signs a commitment

For some interviewees it took time before they signed any commitments or nondisclosure agreements in the past exercises. There were only exercise-specific NDAs. Almost all interviewees complained that they've had to sign several commitments during the past year, when one commitment should be valid for at least 5 years. There was no explanation given. Another interviewee however clarified that sometimes the central office might demand that the

commitments are renewed, for example if the form is revised. Also different training regions require separate commitments. The interviewee also pointed out that it is possible to use a single commitment in several training regions but people aren't very aware of the option or how to do it.

The interviewees mostly saw the commitment as a sign of trust and the NDA and security clearance makes the commitment more watertight. Commitment is a way to commit the instructors to the organization and keeps the bunch together. One interviewee said that the highlight is that after signing the commitment you get the gear, meaning that the instructors are able to sign up for the military uniforms and other gear they need in the exercises. It is easy to organize a course, even in a short notice, when all the instructors have their gear ready at home

The commitment needs instructions. As one interviewee put it, not everyone understands the NDTA language. Some parts could be simplified as the form is quite complicated at the moment. Another interviewee was also concerned that people might not understand what they are signing. The revised version had instructions for filling the form but even with instructions there were some complicated parts. It would also be good to move to a paperless form.

A couple of interviewees didn't really understand the point of signing a commitment, since it is all voluntary. There have also been people who have signed the commitment and they haven't been seen since. One interviewee even said that it is a paper with no value, because it isn't binding in any direction. A person can say that he is available, but if they have something else, they just don't show up. The same interviewee also mentioned an instructor, who is a lawyer in civil life who refused to sign the commitment, because it isn't appropriate or valid.

#### 4.4 Person is subjected to a security clearance

	+	-
Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> <li>• standard procedure</li> <li>• reduces threats</li> </ul>	<ul style="list-style-type: none"> <li>• poor communication of the purpose and legislation behind the procedure</li> </ul>
External	Opportunities	Threats
	<ul style="list-style-type: none"> <li>• being able to trust sensitive materials to reservists</li> </ul>	<ul style="list-style-type: none"> <li>• doesn't find everything</li> </ul>

Table 7 SWOT-analysis for Person is subjected to a security clearance



Security clearance is familiar to most interviewees from work life, where it can be a prerequisite for getting the job. Overall the security clearance was seen as a pretty standard procedure, even if there wasn't full knowledge of different levels of security clearances and the databases they all use.

Generally the clearance was seen as a good thing. Instructors deal with the Defence Forces more than the regular person and see and hear more than they probably should. The clearance check gives the Defence Forces assurance that the backgrounds have been checked and they can trust certain materials to the instructors. As one interviewee put it, it is good that instructors are checked on an overall level when you consider the security situation today. It's no big deal to the reservist but more like gives a peace of mind to the commissioner.

There was some uncertainty among the interviewees concerning the security clearance. Some recalled they've been subjected to a concise and some said it was a comprehensive security clearance. Some recalled it was both. Some were also sure that there had been another security clearance even though the previous should have still been valid. They didn't know what the purpose was or what had changed.

#### 4.5 Person is granted different levels of instructor rights

	+	-
Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> <li>• a warrant of acquired training and skills</li> <li>• increases motivation to receive training and more demanding tasks</li> </ul>	<ul style="list-style-type: none"> <li>• What is the instructor path?</li> <li>• not enough spots for all applicants</li> <li>• training isn't always updated into the system</li> </ul>
External	Opportunities	Threats
	<ul style="list-style-type: none"> <li>• more diverse paths to support reservists</li> <li>• personal development plan</li> <li>• a system for reporting any new special courses or new skills</li> <li>• more information to the website</li> <li>• development discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative burden prevents a good instructor from passing on their knowledge.</li> <li>• attendance shouldn't be linked to expertise</li> </ul>

Table 8 SWOT-analysis for Person is granted different levels of instructor rights

Nowadays the levels of instructor rights are meant for assessing skills. A new person cannot simply be assigned as the course leader. A person needs to have certain background for more

challenging tasks. If a person has passed the NDTA instructor training course and has displayed their skills, then they are granted instructor rights. Different levels of instructor rights could be motivating similarly to military ranks - after training you get to reach a higher step.

One interviewee mentioned that all acquired training isn't always updated into the database. He said that there should be a system for reporting any special courses you've attended and how else you could be of use and how you've developed. There was also a mention that there isn't enough room for all the applicants in all the courses.

There was concern that the levels aren't always followed in practise and the system isn't consistent. One interviewee gave an example that someone was invited to the exercise as an assistant instructor, yet they got promoted to an instructor on the spot because there weren't enough instructors on the exercise.

Once again there was uncertainty concerning the "instructor path". What kind of steps or opportunities there are for a voluntary reservist in NDTA? There were complaints that instructors or staff members seemed to know very little of it. How often do you have to renew instructor rights? How long is the license? Some said that if an instructor participates every year then their licence stays valid, while some said that instructor rights do not need renewing. A couple interviewees suggested a personal development plan. One interviewee mentioned that there has been plans of development discussions, but all reservists have not agreed to it.

One interviewee questioned why the 1st level instructor licencing comes from the Regional Office, when it could be granted locally. There should be more power to the District Manager and Head of Unit.

Interviewees also found a couple of threats. First of all, if you have personal reasons not to attend the courses for a while, you'll become a "2nd class" instructor. The attendance rate is not and shouldn't be related to expertise. Secondly the more experienced you are, the more you are given administrative burden. In other words you are being pushed away from the job you are good at - Training. Your time goes mostly into management and organizing things. While it can be a good thing, it also means that this person isn't passing his knowledge forward but he's carrying bedclothes or sitting in a meeting with some major. An experienced instructor shouldn't be pushed away from instructor duties but instead his growth as an instructor should be supported. There should be more diverse and advanced paths for voluntary reservists. There should be a chance to deepen your expertise as an instructor or move towards the bigger picture and a leadership position.

#### 4.6 Person works as an instructor

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Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> <li>• personal and professional growth</li> <li>• A meaningful hobby that helps maintain personal knowhow.</li> <li>• Instructor duties support civilian expertise and the other way around</li> <li>• giving training is the best way to learn</li> <li>• motivated group</li> <li>• personal gear</li> <li>• cheap expertise for the Defence Forces</li> <li>• civil expertise and perspective</li> <li>• outsourcing</li> <li>• instructors provide materials to the Defence Forces</li> <li>• Defence Forces controls the process</li> </ul>	<ul style="list-style-type: none"> <li>• several NDTA instructors versus a single Defence Forces staff member</li> <li>• not enough resources to arrange exercises</li> <li>• cannot invite all instructors who would like to participate</li> <li>• repetitive exercises</li> <li>• reserve instructors cannot train all subjects</li> <li>• getting all reservists to the exercise</li> <li>• creating, storing and sharing materials</li> <li>• monitoring</li> </ul>
External	Opportunities	Threats
	<ul style="list-style-type: none"> <li>• instructors are eager to learn and receive more training</li> <li>• communication and cooperation between different arms</li> <li>• Developing Moodle use</li> <li>• Security refresher lessons</li> </ul>	<ul style="list-style-type: none"> <li>• information security</li> </ul>

Table 9 SWOT-analysis of Person works as an instructor

On the positive note interviewees agreed that working as an instructor for NDTA gives experience and a chance to work in a meaningful hobby. Training in an exercise is a chance for learning and the acquired skills and knowledge can often be applied in the civilian life. The training subjects are versatile and interesting. While there are different types of personalities among the reservists, it is nice to work towards a common goal with a motivated and smart bunch of people. The instructors were also eager to learn and receive more training. All in all you learn a lot about yourself, subject matters and training and you get a lot of freedom. Interviewees were also happy about the military gear they receive from the Defence Forces. It makes organizing the exercises a lot easier and faster.

When it comes to Defence Forces, the interviewees, both reservists and staff members agreed that using trained reserve instructors is a good strategy. By outsourcing training to reserve instructors, they can limit the amount of staff members. As one interviewee put it, it is cheap but quality training for the course participants. Generally the instructors are on the same level with the staff members and their skills and expertise is appreciated. The reservists have all kinds of civil knowledge and expertise that is combined in the exercises. There might be a level of professionalism among the reservists that the military doesn't have. One interviewee compared a civilian paramedic to a field nurse in the army. Even if the instructor doesn't have professional experience in the field of training, they might still have pedagogical talent or bring a different perspective to subjects. There is however a stylistic difference between the NDTA and Defence Forces way of training. Defence Forces usually has a single staff member in charge of several training topics, while NDTA usually has several instructors who are specialized in each subject or subject group. The NDTA instructors also create materials, mainly training plans and guidelines that can be used by the Defence Forces in the future. Defence Forces also control who they choose to accept or reject as an instructor. They can also take people past the current recruiting process.

Unfortunately the Defence Forces doesn't have the resources to hold several exercises. Creating and handling the materials takes more time than a single weekend. Even if the Defence Forces gives you prepared materials, because of source criticism, they still need to be checked. There are also some subjects that cannot be trained by reserve instructors. Either there isn't a licence for training or there needs to be a staff member present for safety reasons.

One interviewee said that at one point the exercises got too repetitive. Also some people get to instruct too little so while ability is created, it is not maintained. Getting all the instructors to the exercise can also be an issue. That is why it is important to share information. Instructors try to study each other's training subjects and create sufficient training plans. While communication has been good in general, some interviewees were hoping for more cooperation between arms.

Interviewees agreed that creating, storing and sharing material is a development area for NDTA. Some argued that Defence Forces should label their materials more carefully and make guidelines how to make, use and store materials. When dealing with classified information the Defence Forces should bring the writing tools and computers while the reservists leave their own communication devices in the other room. Currently the materials are often made using personal laptops. As few interviewees said they're eager to use international search engines and media services for their work, even though everyone knows that foreign operators have backports to those services. Instructors have materials on their personal computers,

memory sticks, notes, cloud services etc. Some interviewees argued that most of the materials can be found on Google or components bought from a store. Also any practise troops and other simulations are made up. Classified components are not part of the training. One interviewee said that the materials are as well protected as his bank codes. Some admitted using password protected memory sticks and one even stored the papers in a safe.

As the instructors usually create their materials on their civilian laptops, transferring data to Defence Forces computers has been difficult. Using Moodle has been a good start but it could be further developed. Some interviewees were hoping for an archive for training plans and materials, because currently a lot of uncoordinated overlapping work is being done. One interviewee said that sometimes the course leaders or instructors are hesitant to share their materials, even though it belong to the Defence Forces. While Moodle is designed for storing and sharing level IV materials, it can be too limiting. There has also been issues with the Defence Forces materials as they're not always labelled.

While interviewees thought that information security could be improved, most of them were also very trusting towards the reserve instructors. Everybody should be able to assess themselves what information can be shared in which media. One interviewee suggested that once in every 3-4 years there could be a reminder training of security 'How to move and work in military area etc.' as the basic work instructions and security is sometimes forgotten.

One interviewee was concerned about liability. He had concerns about training a particular equipment. When handling two of those equipment's, there should always be one staff member present for each of them, but that hasn't always been the case. What if an accident happens? Someone gets badly injured or expensive equipment breaks? Is the reserve instructor in trouble for the rest of his life because of this? They shouldn't be but this hasn't been clearly discussed and communicated.

Some interviewees mentioned that the instructors should be regularly monitored. For example if they leak information or brag about handling sensitive materials. This type of people are not trustworthy or committed to the security procedures. There isn't a system in place to monitor someone except by accident or if an authority intervenes. The problem there is no permission, the chance or the sense to monitor a single person. Occasionally someone might tip that someone is writing something funny in social media. Depends on the course leader how problems are handled. If the atmosphere is good, it is easier to discuss things. First the instructors discuss among themselves and then with the course leader. Problems are solved through communication.

#### 4.7 Person's commitment ends

	+	-
Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> <li>• can be renewed or ended by either party at any time</li> <li>• NDA stays in effect</li> <li>• returning the gear is standard</li> <li>• instructors don't have keys or access codes</li> </ul>	<ul style="list-style-type: none"> <li>• losing information with the person</li> </ul>
External	Opportunities	Threats
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• information leaks</li> </ul>

Table 10 SWOT-analysis of Person's commitment ends

Because the commitment can be renewed at any time, its ending was considered a non-issue. There are several reasons for ending the commitment: you might be directed to leave, the work and family prevents participation or you are protesting something, which is quite common in NDTA. The reason affects how easily the person will come back and also if he's even wanted back. A break from the operations gives a chance to evaluate the person's actions.

According to the interviews, if the authorities interfere, then ending the commitment is quite simple. If the person simply doesn't fit the group he can be transferred to other duties where he feels more comfortable and that supports their own growth better. If someone is causing problems or receiving complaints the situation should be handled sensitively. There is a development discussion to find out if there is a lack of motivation or something else. There are no particular instructions for it. Because the activities are based on voluntariness, it is considered important not to kill the enthusiasm and activeness too easily.

Returning the Defence Forces gear is quite standard. The NDTA instructors don't have any keys or access codes. Some might be responsible for NDTA storages but that's it.

The interviewees said that the NDA is still in effect after a person leaves. While it doesn't stop crimes, it increases penalty. The reservists have a lot of knowledge in their head, on paper and own computers. When they leave they take some information with them, so it is important to share the information among other instructors. As one interviewee pointed out, if the person would want to spread some information he might as well do it while he is still an instructor. The Finnish military service system has a positive influence in the will to defend the country. You just need to trust that a person has an unselfish will to protect their country, high morality and patriotism.

## 5 Conclusions

I begin my conclusions by answering the research questions, which are 1. Is the recruitment process for volunteer reservist instructors a good and functional one? 2. How to detect and resolve problems? 3. How is information transmitted if a reserve instructor commits for example, a crime? In the following section I've gathered any recommendations based on the source materials and interviews. Finally there is the validity and reliability of the research as well as suggestions for further research.

### 5.1 Answering the research questions

1. Is the recruitment process for volunteer reservist instructors a good and functional one?

The recruitment process is good especially in comparison to company recruitment process because you can get familiar with the person's skills, attitudes and motivation and there are several people assessing the candidates throughout the recruitment process. Using voluntary instructors is also beneficial to the Defence Forces because they get free workforce who might have even higher expertise in their civil life than the Defence Forces Staff. The voluntary reservists also create materials and training plans that can be used in other Defence Forces operations. Most of the interviewees agreed on this but also admitted that the current process is not without its faults. The instructor potential is sought from a very limited number of applicants, while increasing advertising could reach more potential. Some of the instructors were actually recruited from other Defence Forces exercises. NDTA and the Air Forces should advertise the instructor training more, for example in other Defence Forces exercises, because not everybody knows about NDTA or the possibility to work as a voluntary instructor under the Defence Forces.

Some interviewees pointed out that the trained instructors didn't have enough exercises or that new members couldn't be offered work because of the lack of resources. It should be carefully assessed what is the need for recruiting, because people lose motivation if they don't get to practise.

Some of the interviewees complained that the recruitment process wasn't consistent and lacked clear steps. Some of the new member might work as instructors before attending the required instructor training. An interviewee actually preferred this system, because if the person has the skills and a background in teaching etc. it is good that they're trusted and can attend the instructor training when it suits them.

The instructor training, the commitment, background checks and different levels of instructor rights were mostly considered as functional. While the courses could be developed further

they taught everyone the same basics about military training and different teaching methods and gave everyone the chance to practise their skills and get feedback. Some interviewees questioned the purpose of the commitment and most agreed that they weren't sure what they were committed to exactly or if they had filled the form properly. The highlight of signing the commitment was that the instructors were then given their gear and no longer needed to wait in line in every single exercise for their clothes. The background checks are necessary when handling sensitive information and working under the military. Some of the interviewees felt that they weren't informed well enough of the purpose of the clearance checks they were subjected to. Especially if they had been checked several times during their career. This conflicts with the Security Clearance Act (726/2014) which states that the subject of the security clearance has to be properly informed of the purpose of the background check and how it is being used. Being granted different levels of instructor rights were seen as a sign that the person had the right background and had received training for the position. However some had been in talks for applying for special training for years, some had been waiting for their training to get registered for years and some were unsure of the requirements and the application process to special training. It was also brought up that whether the person wishes to stay as a basic instructor or wants more challenges either as an instructor or a leader, it should be respected and supported fully. Motivation decreases if the person doesn't get to attend courses and their development isn't supported.

Communication within the NDTA was also brought up during the research. NDTA should focus on their communication, updating their website and focus on providing right information at the right time of any changes and plans. Lack of information could cut out applicants and the website only gives instructions on how to apply to Local Defence Troops (Maakuntajoukot).

Most of the interviewees were concerned about information security. Those working as instructors did their best to handle sensitive information properly, but the current system made it slow and difficult and the guidelines and instructions were either inadequate or conflicting. Few interviewees were concerned about the sensitive information the reservists might deal with and all the related risks, including information leaks or even being extorted for information. PVMoodle should enable sharing and storing level IV but a couple interviewees said that this wasn't always allowed in practise. They added that this isn't a problem for NDTA but the Defence Forces. However the instructors said that the information they have is mostly public and is no more classified than the Soldiers' Handbook (Sotilaan käsikirja. Puolustusvoimat 2016).

## 2. How to detect and resolve problems?

The course leader has a critical role in detecting any problems in operations. If the working environment is relaxed and open, it is easier to discuss about any problems. Usually issues are



discussed among the instructors and then discussed with the management. Usually if an instructor doesn't fit in or causes problems that other instructors complain about, they can simply be dropped from the mailing list and not invited to future exercises or they can be transferred to different duties. If something alarming happens, there are official routes and guidelines for handling them with the District Manager and the Defence Forces Staff.

### 3. How is information transmitted if a reserve instructor commits for example, a crime?

The Regional Office uses an information system for Conscription and Operational Management (AVT-OPJO) that has personal data, military service history and other critical information of those who are liable for military service. The system is updated through cooperation between authorities, and it also includes any crimes the person may have committed or other obstacles to service. Basically parking or speeding tickets are not an issue but for example parole or drug use, something that would be an issue in the call-ups or affect service security, prevents the person from working as an instructor in exercises ordered by the Defence Forces. Once the District Manager sends a list of instructors needed for the course, the Regional Office goes through the list and informs the District Manager of any problems.

## 5.2 Recommendations

### Reaching out to the best instructor potential

- The course invitations should be inviting and encouraging so that new participants get a positive but realistic image of the upcoming exercise.
- It is important to update the NDTA website "instructor and leadership training"-section. The website should include information about different levels of instructor rights, how to achieve them and any other steps along the way.
- Advertise and recruit outside the NDTA courses.

### Committing the instructors to NDTA

- Inform and communicate about the possibilities of how the reservists can improve themselves as instructors. Also correct myths like "you need to renew the instructor training every 5 years etc."
- Review the commitment form. Is everything understandable and simple?
- feedback, development discussions, personal development plan

### Improve quality and security of the work

- Defence Forces needs to set clear guidelines to information security. What is classified? What is public? What can you put in PVMoodle and what not? Needs to be document specific
- A special instructor segment in PVMoodle for storing training plans and other instructor materials
- provide the instructors with secure memory sticks for storing and sharing materials
- Training package possibly in online-form in PVMoodle so it can be reached whenever and wherever problems and questions might arise. The package could include things like
  - basic guidelines like what rules apply when you're at the barracks
  - Instructor rights and responsibilities "what you agreed to when you signed the commitment"
  - social media guidelines
  - concrete tips for information security
  - concrete guidelines for creating, storing and sharing material
  - the latest training card and other report forms
- Using PVMoodle with the trainees, before they arrive to the course. Could link some basic rules and guidelines to minimize any uncertainty

### 5.3 Validity & Reliability of the research

A researcher must analyse the validity and reliability of the research in order to avoid making mistakes. My aim was to do the research as well as possible and find any problems or errors. Objectivity comes from recognizing your own subjectivity. Because of my background as an NDTA instructor, I had some preassumptions based on my own experiences. Therefore there is a human risk that the researcher has interpreted results differently than the interviewee has meant them.

Because I only did 11 interviews the result of this thesis cannot necessarily be generalized, but I believe the conclusions and suggestions are useful to the client. With more interviews I might have gotten more perspectives on the subject. However because some of the interviews lasted for over an hour, there was time to thoroughly explore the subject and get a comprehensive point of view from the interviewee. While I wasn't able to record the interviews, I did make several pages of notes asked supplementary questions and repeated what the interviewee had said, to ensure I had understood them correctly. I refrained from publishing any names or other information of the interviewees to ensure their anonymity. The interviews were done one at a time either in a calm environment or via telephone or skype at a time suitable for the interviewee. I also chose interviewees with different backgrounds, different age, gender, experience and position in the organization. While the interview was still clearly in my mind, I transcribed the results and added them to a chart for easy comparison

and browsing between answers. When reading through the materials, I made my own reflections and drew conclusions.

The characteristics of a qualitative research are

1. the nature of the research is comprehensive data acquisition, from real situations
2. preferring people as tools for data acquisition
3. Using inductive analysis
4. Using qualitative methods for data acquisition
5. Choosing the target group according to the purpose
6. The research plan takes form as the study progresses
7. the analysed cases are treated as unique

I used several written sources, legislation and guidelines together with the interviews to get a comprehensive view of the subject. While some classified materials might have given a better understanding of the subject, I only used public sources for the research. Doing more interviews would have served the same purpose. I used research questions to narrow the scope of the study and during the research came across patterns and regularities, which I used as a base for any tentative hypotheses and general conclusions.

The principles of ethics can be divided into five main categories

1. What is a good research?
2. Is the thirst for information acceptable and is it acceptable in all matters?
3. What is being studied, i.e. how is the research topic chosen?
4. What kind of results can the researcher seek and can the results of the research be harmful?
5. What kind of means can the researcher use?

The researcher is expected to use scientific methods and argumentation. Participating in the research needs to be voluntary. The researcher must inform the subjects of research methods, objectives and potential risks in an understandable way. I explained my research subjects and methods before the interview, guaranteed the anonymity of the interviewees and said that the research will be revised by NDTA members before publishing, to ensure no harmful materials end up in a public document. I did my best to write my conclusions on a general level, while the detailed results of the research are given to the client personally. (Tuomi 2007, 143-146)

Good scientific behaviour dictates that the researcher's own activity must not hurt anyone in the study. Previous studies and sources must be properly referenced without understating. Additionally misleading reporting, such as recording inaccurate results or publishing the same results as new results in the text, is not part of an ethically good research or research practices. All in all using good and ethically correct scientific practises is at the responsibility of

the researcher. (Tuomi 2007, 146-149) Any changes I have made to the interview or study results has been in order to protect the interviewees or the client. The client felt that there was no need for a separate research permit from NDTA or the Defence Forces, but I did ask for the client, District Manager and two other NDTA members to review the thesis for harmful information or any other problems.

#### 5.4 Further research

As the information for this thesis was gathered from Pirkkala region, future research could study how the NDTA's instructor recruitment process works in other regions or in the Army, Navy or the Border Guard. The Army has the longest history with NDTA and is also the biggest supporter of the other Defence branches, so information might be more accessible. This thesis also used qualitative research methods, so a quantitative method could also be considered.

Information security risks was one important issue that came up with the thesis so designing a practical information security education package for the reservists and reserve instructors could be another topic to explore.

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## Appendix 1: The commitment form



**MPK**  
MAANPUOLUSTUSKOULUTUSYHDISTYS  
FÖRSVARSUTBILDNINGSFÖRENINGEN

## SITOUMUS

Sivu 1/3  
Versio 5 2017

### 1 Sitoumuksen osapuolet

Maanpuolustuskoulutusyhdistys (MPK), Piiri \_\_\_\_\_

Sitoutuva henkilö, tiedot alla \_\_\_\_\_

### 2 Henkilötiedot

Sukunimi \_\_\_\_\_

Etnimet \_\_\_\_\_

Henkilötunnus \_\_\_\_\_

Sukupuoli \_\_\_\_\_

Perheol. asema \_\_\_\_\_

### 3 Yhteystiedot

Osoite, postinro \_\_\_\_\_

ja toimipaikka \_\_\_\_\_

Puhelin \_\_\_\_\_

Matkapuhelin \_\_\_\_\_

Sähköposti \_\_\_\_\_

### 4 Koulutustiedot

Sotilasarvo \_\_\_\_\_ Asealaji \_\_\_\_\_ Koulutushaara \_\_\_\_\_ Ajokortti \_\_\_\_\_

Voimassa olevat luvat ja oikeudet \_\_\_\_\_

Erikokosaaminen ja osallistuminen vapaaehtoiseen maanpuolustuskoulutukseen/vast. \_\_\_\_\_

Jatka tarvittaessa lisätietosivulla

### 5 Sitoudun vähintään kahdeksi ja enintään kuudeksi vuodeksi kerrallaan

**A** ☐ MPK:n kouluttajatehtävään Piiri \_\_\_\_\_ Koulutuspaikka \_\_\_\_\_

Toimimaan kouluttajana Tehtävä \_\_\_\_\_

☐ Puolustusvoimien MPK:ita tilaamassa sotilaallisessa koulutuksessa Sitoumus alkaa \_\_\_\_\_ Sitoumus päättyy \_\_\_\_\_

**B** ☐ MPK:n tukitehtävään Piiri \_\_\_\_\_ Koulutuspaikka \_\_\_\_\_

Tehtävä \_\_\_\_\_

Sitoumus alkaa \_\_\_\_\_ Sitoumus päättyy \_\_\_\_\_

**C** ☐ MPK:n polkkausolojen organisaatioon Piiri \_\_\_\_\_ Tehtävä \_\_\_\_\_

Sitoumus alkaa \_\_\_\_\_ Sitoumus päättyy \_\_\_\_\_

☐ Tietojeni mukaan minua ei ole varattu muihin polkkausolojen tehtäviin

Maanpuolustuskoulutusyhdistys MPK • Töölöntorinkatu 2 B, 8. krs. • 00260 Helsinki • Puh. 0400 285 058 • www.mpk.fi

## 6 Suostun siihen, että

Sivu 2/3

☐ Kouluttajatehtävään sitoutuessani suostun, että puolustusvoimat saa toimittaa minusta lain turvallisuusselvityksiä (726/2014) 14 §:n mukaisen perusmuotoisen selvityksen.

☐ Sitoumukseni perusteella minusta saadaan tallentaa Maanpuolustuskoulutusyhdistyksen rekisterin yllä kohdassa A mainitut tiedot. Rekisteristä voidaan salassapitovelvollisuuden estämättä antaa puolustusvoimille ja pelastusviranomaisille perustietoja sekä tietoja sijoituksesta poikkeusolojen tehtävään sijoitettavuuden arvioimiseksi. Tiedot poistetaan rekisteristä viimeistään vuoden kuluttua siitä, kun sitoumusaikani on päättynyt.

## 7 Lisäksi

☐ Sitouden ilmoittamaan puolustusvoimille tarpeelliset tiedot terveydentilastani palveluskestoisuuden määrittämistä varten (vain asevelvolliset).

☐ Tiedän, että voin peruuttaa tämän sitoumuksen milloin tahansa, en kuitenkaan valmiuslain (1552/2011) 3 §:ssä tarkoitettujen poikkeusolojen aikana. Peruutus tulee voimaan kuukauden kuluessa peruutusilmoituksesta.

☐ Minulla on henkilökohtaisesti annettu selvitys sitoumuksen tekijän oikeuksista ja velvollisuuksista sekä minua koskevien tietojen rekisteröinnistä ja tietosuojasta.

## 8 Oikeudet ja velvollisuudet

Hyväksyttyäni kutsun vapaaehtoiseen harjoitukseen sitouden toimimaan vapaaehtoisena kouluttajana puolustusvoimien Maanpuolustuskoulutusyhdistykseltä (MPK) tilaamassa vapaaehtoisessa sotilaallisessa koulutuksessa.

☐ Hyväksyttyäni kutsun vapaaehtoiseen harjoitukseen sitouden suorittamaan tehtäväni asianmukaisesti ja viivytyksittä sekä noudattamaan sen suorittamiseen liittyviä ohjeita ja määräyksiä. Lupaen käyttäytyä tehtäväni edellyttämällä tavalla. En käytä hyödyni, enkä luovuta ilmaiseksi, tehtävää hoitaessani tietooni saamaani selikkoa, josta laissa on säädetty salassapitovelvollisuus.

Huostaani saatuja varusteita säilytän huolellisesti ja palautan ne sitoumusajan päätyttyä takaisin. Olen velvollinen korvaamaan varustalleni aiheutuneen vahingon, jos en ole noudattanut varusteiden säilyttämisessä tai käyttämisessä sellaista huolellisuutta, jota minulta olosuhteet huomioon ottaen voidaan kohtuudella vaatia.

## 9 Sitoutuvan henkilön allekirjoitus

Palkka \_\_\_\_\_ Päivämäärä \_\_\_\_\_

Allekirjoitus \_\_\_\_\_

Nimenselvennös \_\_\_\_\_

## 10 Tunnistamistapa

☐ Ajokortti

☐ Passi

☐ Sähköinen henkilökortti

☐ Muu \_\_\_\_\_

## 11 Sitoumuksen hyväksyminen (Piiri täyttää)

☐ Sitoumus hyväksytään

☐ Sitoumusta ei hyväksytä

☐ Sitoumuksen hyväksymispäätös perutaan

Perustelut sitoumuksen hylkäämiselle tai hyväksymispäätöksen peruuttamiselle:

Räätölkään, joka koskee sitoumuksen hyväksymistä tai hylkäämistä, ei saa hakea muutosta valittamalla.

Räätölkään, joka koskee sitoumuksen hyväksymispäätöksen peruuttamista, saa hakea muutosta valittamalla aivan kuin hallinnollisvalittamalla (586/1996) säädetään.

## 12 Piiripäällikön allekirjoitus (Piiri täyttää)

Palkka \_\_\_\_\_ Päivämäärä \_\_\_\_\_

Allekirjoitus \_\_\_\_\_

Nimenselvennös \_\_\_\_\_



## Appendix 2: Interview questions

SWOT comes from the words (internal) strengths, (internal) weaknesses, (external) opportunities and (external) threats. The four parts are placed on a 2x2 table, divided into positives and negatives as well as internal and external issues.

	+	-
Internal	Strengths	Weaknesses
External	Opportunities	Threats

Using the SWOT-analysis, analyse the following parts of the NDTA instructor recruitment process:

1. Person participates in the course
2. Person participates in NDTA instructor training
3. Person signs a commitment
4. Person is subjected to a security clearance
5. Person is granted different levels of instructor rights
6. Person works as an instructor
7. Person's commitment ends

In your opinion and experience:

1. Is the recruitment process for volunteer reservist instructors a good and functional one?
2. How to detect and resolve risks in the recruitment process?
3. How is information transmitted if a reserve instructor commits for example, a crime?